

Single Plan for Student Achievement



A Resource for the School Site Council

The Single Plan for Student Achievement
2015-16

School: Magnolia Science Academy-Santa Ana

District: SBE-Magnolia Science Academy-Santa Ana

County-District School (CDS) Code: 30-76893-0130765

Principal: Laura B. Schlottman

Date of this revision: 1/21/2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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Form A: Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

PERFORMANCE GOAL 1A: All students will reach high standards, at a minimum, attaining proficiency or better in reading.

LEA GOAL:

Charter School will set and strive to meet proficiency targets in English Language Arts/Literacy on the CAASPP assessment system.

Identified Need:

To increase the percentage of students who score proficient or above in English Language Arts/Literacy on the CAASPP assessment system

Expected Annual Measurable Outcomes:

§ All student subgroups will meet or exceed proficiency targets in English Language Arts/Literacy on the CAASPP assessment system. (Specific targets will be set as data becomes available.)

§ For all student subgroups, the percentage of students performing proficient on the Reading/ELA sections of our internal, common-core aligned Measures of Academic Progress (MAP) assessment will increase by 5% from Fall 2015 to Spring 2016.

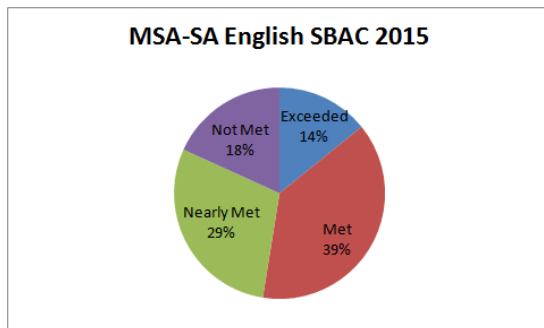
What data did you use to form this goal?

- SBAC ELA/Literacy data from 2015
- Fall 2015 MAP test data
- Spring 2016 MAP test data

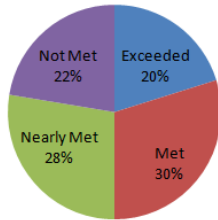
What were the findings from the analysis of this data?

2014-2015 SBAC Data

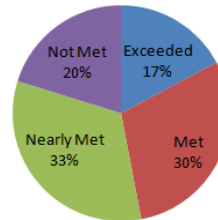
English-



MSA-SA Reading Fall 2015



MSA-SA Reading Winter 2015



How will the school evaluate the progress of this goal?

Although we did not meet our goal based on Fall- Winter Map data results for Reading, the percentage of students who did not meet the standard decreased by 2%, which means 2% of our students moved up a proficiency level. In order to meet our proficiency goal growth at the end of the school year, we are adjusting our interventions for the second semester in order to see greater proficiency growth on the SBAC test. We are adding an enrichment English class to provide an intervention for each of our students who are not proficient, and implementing an online adaptive reading program, Achieve 3000, which differentiation ranges from 7 to 12 lexiles. This program is going to be used in two middle school English enrichment classes, for our 6th grade SSR class, and for some Sped Students that might benefit from it, who will be selected by our Sped Specialist. During SSR we are currently

Where can a budget plan of the proposed expenditures for this goal be found?

See Form F: Budget Planning Tool

<p>using Accelerated Reader, which is a program where students take a test on the reading book they read during their SSR. Piloting Achieve 3000 will allow us to compare results with our current Accelerated Readers program in place to evaluate which program will target our students needs better .</p> <p>We monitor progress for Map Testing three times a year during Fall, Winter, and Spring. This year we will have the SBAC comparison data in which we will be able to measure growth for middle school students from last year to this year. We also monitor English grade during each progress report to provide additional support to our English learners as need it.</p> <p>Achieve 3000 will be providing us with daily and weekly progress reports for each student in an enrichment class, as well as the SSR class that will be using Achieve 3000 to evaluate results at the end of the year.</p> <p>The implementation of Achieve 3000 in our enrichment class is designed to provide accelerated proficiency growth since it will be providing additional adaptive support to each of our non-proficient middle school students.</p>	
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STRATEGY: Charter School will provide CCSS aligned ELA instruction, support and intervention to all students, including ELs, and monitor student progress in ELA/Literacy as measured by the MAP tests.

<p>Action Step 1:</p> <p>Teachers will provide CCSS aligned ELA instruction using SDAIE strategies. (2015-16 school year)</p> <p><i>Task 1:</i></p> <p>Teachers will develop CCSS aligned ELA lessons considering their EL students' needs. (2015-16 school year)</p> <p><i>Task 2:</i></p>		<p>Cost and Funding Source (Itemize for Each Source)</p> <p>Total: \$13,500</p> <p>10% of the salary of our ELA teachers (1 high school, 1 middle school)=\$9,000</p>
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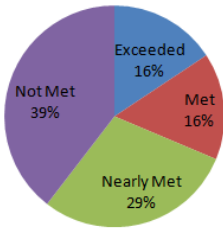
<p>Teachers will provide CCSS aligned ELA instruction using SDAIE strategies. (2015-16 school year)</p> <p>Action Step 2:</p> <p>The leadership team will place students into appropriate intervention groups and teachers will provide targeted ELA support and interventions. (by September 14, 2015)</p> <p><i>Task 1:</i></p> <p>Charter School will use the MAP test and teacher feedback to identify and place students in ELA intervention groups and classes. (by September 14, 2015)</p> <p><i>Task 2:</i></p> <p>Teachers will provide targeted CCSS aligned ELA intervention during the daily intervention period, once a week after school and on Saturdays to meet the students' needs. (2015-16 school year)</p> <p><i>Task 3:</i></p> <p>Charter School will work with a Supplemental Educational Services (SES) Provider to provide targeted CCSS aligned ELA intervention to meet the students' needs. (2015-16 school year)</p> <p>Action Step 3:</p> <p>Charter School will select a research-based reading intervention program that targets the individual literacy needs of struggling students and English Learners and includes ongoing assessments of student growth. (2015-16 school year)</p> <p><i>Task 1:</i></p> <p>Charter School will select reading intervention materials and resources. (by September 30, 2015)</p> <p><i>Task 2:</i></p> <p>Charter School will purchase supplementary instructional materials and benchmark assessments. (by October 14, 2015)</p> <p><i>Task 2:</i></p> <p>Charter School will schedule and provide initial training for instructional staff and schedule follow up professional development activities. (by October 14, 2015)</p>		<p>\$500 Title I for MAP test</p> <p>\$500 Renaissance (AR) Program</p> <p>\$500 Title I for Home Visit Program</p> <p>Achieve 3000: \$2,500</p> <p>Saturday School: \$300</p> <p>professional Development: \$200 (title II funds)</p>
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<p>Action Step 4:</p> <p>Teachers and the leadership team will monitor student progress in ELA as measured by in-class/benchmark assessments and MAP tests. (2015-16 school year)</p> <p><i>Task 1:</i></p> <p>Teachers will implement the MAP test in Fall 2015 and Spring 2016 to measure student growth in ELA/Literacy. (8/31/15-9/11/15; 3/1/16-3/1/16)</p> <p><i>Task 2:</i></p> <p>Teachers will analyze areas of growth for each student on the Fall 2015 MAP test and measure growth on the Spring 2016 MAP test. Teachers will continue to use in-class/benchmark assessments as progress indicators. (2015-16 school year)</p> <p><i>Task 3:</i></p> <p>Charter School will monitor and evaluate reading intervention program goals and objectives; determine if goals and objectives are being met. Findings will be reflected in the SSC minutes. (2015-16 school year)</p>		
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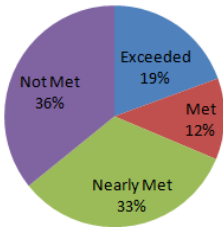
<p>PERFORMANCE GOAL 1B: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics.</p> <p>LEA GOAL:</p> <p>Charter School will set and strive to meet proficiency targets in math on the CAASPP assessment system.</p> <p>Identified Need:</p> <p>To increase the percentage of students who score proficient or above in math on the CAASPP assessment system</p> <p>Expected Annual Measurable Outcomes:</p> <p>§ All student subgroups will meet or exceed proficiency targets in math on the CAASPP assessment system. (Specific targets will be set as data becomes available.)</p> <p>§ For all student subgroups, the percentage of students performing proficient on the math section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment will increase by 5% from Fall 2015 to Spring 2016.</p>	
<p>What data did you use to form this goal?</p>	<p>What were the findings from the analysis of this data?</p> <p style="text-align: center;">SBAC DATA</p>

- SBAC math data from 2015
- Fall 2015 and Winter 2015 comparison MAP test data.

MSA-SA MAP Math Fall 2015

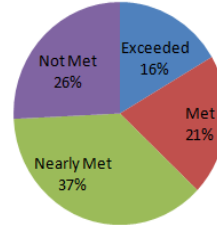


MSA-SA MAP Math Winter 2015



Mathematics-

MSA-SA MATH SBAC 2015



How will the school evaluate the progress of this goal?

We evaluate

Our school wide results in math revealed that the advanced students percentage increased by 4%, our below basic students decreased by 4%, however our overall at and above proficient percentage remain the same. Since our goal is to decrease the proficiency gaps at accelerated rates, we are implementing additional targeted interventions during our second semester. For middle school students we started a morning class using an online adaptive math program ALEKS which is designed to fill in the students' learning gaps. Also, we will be adding another enrichment class to provide additional support

Where can a budget plan of the proposed expenditures for this goal be found?

See Form F: Budget Planning Tool

<p>to each of our non-proficient students during our second semester. In order to support our high school students, all high school students are using Aleks, which is an adaptive online program, everyday during their 30 minutes advisory class.</p> <p>We monitor progress for Map Testing three times a year during Fall, Winter, and Spring. This year we will have the SBAC comparison data in which we will be able to measure growth for middle school students from last year to this year. We also monitor English grade during each progress report to provide additional support to our English learners as need it.</p>	
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STRATEGY: Charter School will provide CCSS aligned math instruction, support and intervention to all students, including ELs, and monitor student progress in math as measured by the MAP tests.

Action Step 1:	Person(s) Responsible	Cost and Funding Source (Itemize for Each Source)
<p>Teachers will provide CCSS aligned math instruction using SDAIE strategies. (2015-16 school year)</p>	<p>Teachers, leadership team</p>	
<p><i>Task 1:</i></p>		
<p>Teachers will develop CCSS aligned math lessons considering their EL students' needs. (2015-16 school year)</p>	<p>Teachers, leadership team</p>	<p>Total: \$13,109</p>
<p><i>Task 2:</i></p>		<p>\$500 Title I for MAP test</p>
<p>Teachers will provide CCSS aligned math instruction using SDAIE strategies. (2015-16 school year)</p>	<p>Teachers, leadership team</p>	<p>\$9,109 for 2 Math teachers for 10%</p> <p>K12 Revolution: \$ 2,500</p>
<p>Action Step 2:</p>		
<p>The leadership team will place students into appropriate intervention groups and teachers will provide targeted math support and interventions. (by September 14, 2015)</p>	<p>Dean of Academics, RTI coordinator, leadership team</p>	<p>\$500 Title I- Home Visit Program.</p> <p>Saturday School: \$500</p>
<p><i>Task 1:</i></p>		
<p>Charter School will use the MAP test and teacher</p>		<p>professional Development: \$265 (title II funds)</p>

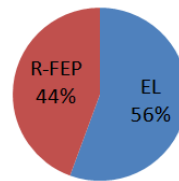
<p>feedback to identify and place students in math intervention groups and classes. (by September 14, 2015)</p> <p><i>Task 2:</i></p> <p>Teachers will provide targeted CCSS aligned math intervention during the daily intervention period, once a week after school and on Saturdays to meet the students' needs. (2015-16 school year)</p> <p><i>Task 3:</i></p> <p>Charter School will work with a Supplemental Educational Services (SES) Provider to provide targeted CCSS aligned math intervention to meet the students' needs. (2015-16 school year)</p> <p>Action Step 3:</p> <p>Charter School will select a research-based math intervention program that targets the individual math needs of struggling students and English Learners and includes ongoing assessments of student growth. (2015-16 school year)</p> <p><i>Task 1:</i></p> <p>Charter School will select math intervention materials and resources. (by September 30, 2015)</p> <p><i>Task 2:</i></p> <p>Charter School will purchase supplementary instructional materials and benchmark assessments. (by October 14, 2015)</p> <p><i>Task 3:</i></p> <p>Charter School will schedule and provide initial training for instructional staff and schedule follow up professional development activities. (by October 14, 2015)</p> <p>Action Step 4:</p> <p>Teachers and the leadership team will monitor student progress in math as measured by in-class/benchmark assessments and MAP tests. (2015-16 school year)</p> <p><i>Task 1:</i></p>	<p>Dean of Academics, RTI coordinator, leadership team</p> <p>Teachers, Dean of Academics, RTI coordinator, leadership team</p> <p>Math Dept. Chair, Dean of Academics, RTI coordinator, leadership team</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics, RTI coordinator, leadership team</p> <p>Dean of Academics, RTI coordinator, leadership team</p> <p>Teachers, Dean of Academics, RTI coordinator, leadership team</p>	
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<p>Teachers will implement the MAP test in Fall 2015 and Spring 2016 to measure student growth in math. (8/31/15-9/11/15; 3/1/16-3/1/16)</p> <p><i>Task 2:</i></p> <p>Teachers will analyze areas of growth for each student on the Fall 2015 MAP test and measure growth on the Spring 2016 MAP test. Teachers will continue to use in-class/benchmark assessments as progress indicators. (2015-16 school year)</p> <p><i>Task 3:</i></p> <p>Charter School will monitor and evaluate math intervention program goals and objectives; determine if goals and objectives are being met. Findings will be reflected in the SSC minutes. (2015-16 school year)</p>	<p>Teachers, MathDept. Chair, Dean of Academics, RTI coordinator, leadership team</p>	
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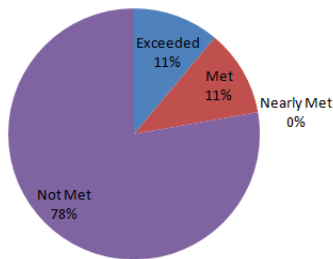
<p>PERFORMANCE GOAL 2A: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.</p> <p>LEA GOAL:</p> <p>Charter School will set and strive to meet proficiency targets for the EL subgroup in English Language Arts/Literacy on the CAASPP assessment system and proficiency and growth targets on CELDT/ELPAC.</p> <p>Identified Need:</p> <p>To increase the percentage of ELs who score proficient or above in English Language Arts/Literacy and math on the CAASPP assessment system; to increase the percentage of ELs who make annual progress in learning English</p> <p>Expected Annual Measurable Outcomes:</p> <p>§ ELs will meet or exceed proficiency targets in English Language Arts/Literacy and math on the CAASPP assessment system. (Specific targets will be set as data becomes available.)</p> <p>§ The percentage of ELs performing proficient on the Reading/ELA sections of our internal, common-core aligned Measures of Academic Progress (MAP) assessment will increase by 5% from Fall 2015 to Spring 2016.</p> <p>§ The percentage of ELs making annual progress in learning English as measured by the CELDT will increase by 5% from the prior year.</p> <p>§ The percentage of ELs (less than 5 years) attaining English-language proficiency as measured by the CELDT will increase by 5% from the prior year.</p> <p>§ The percentage of ELs (5 years or more) attaining English-language proficiency as measured by the CELDT will increase by 5% from the prior year.</p>	
<p>What data did you use to form this goal?</p>	<p>What were the findings from the analysis of this data?</p>

- SBAC ELA/Literacy and math data from 2015
- Spring 2015 MAP test data
- Fall 2016 MAP test data
- CELDT results
- EL re-classification rates
- Teacher recommendation/ELA Grades

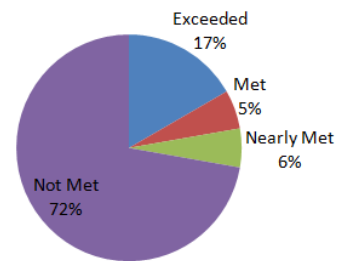
**MSA-SA EL Reclassification Rates
2015-2016**



EL MAP Math Fall 2015



EL MAP Math Winter 2015



How will the school evaluate the progress of this goal?

We monitor progress for Map Testing three times a year during Fall, Winter, and Spring. This year we will have the SBAC comparison data in which we will be able to measure growth for middle school students from last year to this year. We also monitor English grade during each progress report to provide additional support to our English learners as need it.

Where can a budget plan of the proposed expenditures for this goal be found?

See Form F: Budget Planning Tool

STRATEGY: Charter School will provide CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs, and monitor student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments.

Action Step 1:

Charter School will identify and group ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation. (2015-16 school year)

Person(s) Responsible

Teachers, leadership team

ELD Curriculum: \$1,358 (title III funds for ELD)

Charter School is a member of the Magnolia Science Academy consortium for Title III LEP

<p><i>Task 1:</i></p> <p>The data office will create a report of identified ELs by class. The report will include students' CELDT levels including overall and subtest data and be given to all teachers. (by August 28, 2015)</p> <p><i>Task 2:</i></p> <p>ELD time will be built into in the master schedule.</p> <p><i>Task 3:</i></p> <p>Charter School will purchase supplementary ELD materials and benchmark assessments. (by October 14, 2015)</p> <p><i>Task 4:</i></p> <p>Charter School will schedule and provide initial training for instructional staff and schedule follow up professional development activities. (by October 14, 2015)</p> <p>Action Step 2:</p> <p>The leadership team will place students into appropriate intervention groups and teachers will provide targeted ELD support and interventions. (by October 14, 2015)</p> <p><i>Task 1:</i></p> <p>Teachers will identify targeted ELD areas and levels of support needed. (by October 14, 2015)</p> <p><i>Task 2:</i></p> <p>Teachers will develop and implement targeted lessons to meet the students' needs. Students will also be provided after-school intervention at least once a week and on Saturdays. (2015-16 school year)</p> <p>Action Step 3:</p> <p>Teachers and the leadership team will monitor student progress in ELD as measured by in-class/benchmark assessments. <i>(ELA/Literacy and math monitoring via MAP tests have been described in Performance Goal 1.)</i> (2015-16 school year)</p> <p><i>Task 1:</i></p> <p>All ELs will be assessed for ELD at the end of each ELD curricular unit which takes approximately 6-8</p>	<p>Office, EL coordinator, leadership team</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics, EL coordinator, leadership team</p> <p>ELA/ELD teachers, EL coordinator, Dean of Academics, RTI coordinator</p> <p>ELA/ELD teachers, EL coordinator, Dean of Academics, RTI coordinator</p> <p>Teachers, EL coordinator, Dean of Academics, leadership team</p> <p>Teachers, EL coordinator, Dean of Academics</p>	<p>funds. Per the MOU with the consortium lead, Charter School will receive ELD services, including monitoring and evaluation of the EL programs and services and professional development. The EL program coordinator sponsored by the lead will closely work with the school's teachers, EL coordinator and the leadership team.</p>
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<p>weeks. (2015-16 school year)</p> <p><i>Task 2:</i></p> <p>Charter School will monitor student progress in ELD using in-class/benchmark assessments as progress indicators. (2015-16 school year)</p> <p><i>Task 3:</i></p> <p>Teachers will collaborate on assessment results and make necessary adjustment in their instruction. (2015-16 school year)</p> <p><i>Task 4:</i></p> <p>The EL program coordinator sponsored by the Title III consortium lead will create a protocol for teacher observation and feedback mechanism regarding the implementation of the ELD program. The protocol will include look-fors, the frequency of observations and feedback. (by October 15, 2015)</p> <p><i>Task 5:</i></p> <p>The school leadership will implement the observation protocol monthly. (2015-16 school year)</p> <p><i>Task 6:</i></p> <p>The EL program coordinator sponsored by the Title III consortium lead will monitor the school-level implementation of the observation protocol monthly/quarterly and evaluate the EL services at the school at least semesterly. (2015-16 school year)</p>	<p>Teachers, EL coordinator, Dean of Academics, leadership team</p> <p>Teachers, EL coordinator, Dean of Academics, leadership team</p> <p>Title III Consortium lead EL program coordinator, leadership team</p> <p>Dean of Academics, EL coordinator, RTI coordinator, leadership team</p> <p>Title III Consortium lead EL program coordinator, leadership team</p>	
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<p>PERFORMANCE GOAL 2B: All immigrant children and youth will be provided with necessary resources and support systems.</p> <p>LEA GOAL:</p> <p>Charter School will provide each immigrant student with necessary resources and counseling to support their needs.</p> <p>Identified Need:</p> <p>To provide necessary counseling and support to immigrant students</p> <p>Expected Annual Measurable Outcomes:</p> <p>§ Charter School will provide each immigrant student with at least one hour of counseling per student per year and more as needed to support their needs.</p>	
<p>What data did you use to form this goal?</p>	<p>What were the findings from the analysis of this data?</p> <p>Immigrant students: 3 on Calpads and two new students enrolled in the last week.</p>

<ul style="list-style-type: none"> ● Fall 2015 MAP test data ● CELDT results ● EL re-classification rates ● CoolSIS information on student enrollment, grades, and behavior 	<p>We currently have five Turkish immigrant students of the 5, all are in the beginning stages of English Language development. In order to support their English skills, our ELD coordinator works with them in their ELD class. Also our ELD coordinator supports all teachers to ensure that they are providing the proper accommodations to our English Learners. We have purchased Rosetta Stone to provide an additional support, and to accelerate their English acquisition during their ELD class on second semester we are using Footsteps to Brilliance which is a program designed for 2nd grade students which has a lot of visuals.</p> <p>Furthermore we use CoolSIS which is the program that we use to keep out parents informed of their children academics and positive and negative behavior incidents. Our PTF parents are very supportive of our school activities, and we even have annual events where most of our parents and our students participate such as a potluck, skate night, open house, McTeacher night,</p> <p>Our counselor provides a variety of services to our high school students including college application and financial aid process, university field trips along many other services.</p> <p>Title III Funds for Immigrant students: \$528 -Counseling services</p>	
<p>How will the school evaluate the progress of this goal? We monitor progress for Map Testing three times a year during Fall, Winter, and Spring. This year we will have the SBAC comparison data in which we will be able to measure growth for middle school students from last year to this year. We also monitor English grade during each progress report to provide additional support to our English learners as need it.</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found? See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will arrange for a counselor who will provide support and resources to both immigrant students and their teachers and school staff to best support those students.</p>		
<p>Action Step 1: Charter School will identify immigrant student needs</p>	<p>Person(s) Responsible Teachers, leadership team</p>	<p>Cost and Funding Source (Itemize for Each Source)</p>

<p>and provide counseling support and necessary resources to meet the needs of immigrant students such as provision of tutorials, mentoring, curricular and instructional materials. (2015-16 school year)</p> <p><i>Task 1:</i></p> <p>Charter School will identify the immigrant students and their needs. (by September 14, 2015)</p> <p><i>Task 2:</i></p> <p>Charter School will arrange for a counselor to provide support and necessary resources to meet the needs of immigrant students. Counseling will be for at least one hour per student per year and more as needed to support the needs of students. (2015-16 school year)</p> <p><i>Task 3:</i></p> <p>MPS Home Office will monitor the site-level implementation of the counseling services at least semesterly. (2015-16 school year)</p> <p>Action Step 2:</p> <p>Charter School will schedule at least three hours of PD for its counselors/staff who will learn best practices and counseling methods geared towards helping immigrant students. (2015-16 school year)</p> <p><i>Task 1:</i></p> <p>Charter School will schedule at least three hours of PD for its counselors/staff. PD will focus on immigrant student needs and counseling immigrant students. (by October 14, 2015)</p>	<p>Office, Dean of Student, RTI coordinator, EL coordinator, leadership team</p> <p>Dean of Students, leadership team</p> <p>MPS Home Office</p> <p>Dean of Students, RTI coordinator, EL coordinator, leadership team</p>	<p>\$528 Title III-Immigrant for immigrant student counseling (Estimated 10 hours at \$25 per hour) for 2 students.</p> <p>-Rosetta Stone: \$0 (donation) -TA (Turkish Speaker)</p>
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<p>PERFORMANCE GOAL 3: All students will be taught by highly qualified teachers.</p> <p>LEA GOAL:</p> <p>For each year of the charter, all Charter School teachers will be appropriately assigned and fully credentialed as required by law and the charter.</p> <p>Identified Need:</p> <p>To ensure teachers are appropriately assigned and fully credentialed</p>

Expected Annual Measurable Outcomes:

§ 100% of Charter School’s teachers will be appropriately assigned and fully credentialed as required by law and the charter.

§ 100% of Charter School’s teachers will participate in at least 18 hours of professional development per year. PD includes the areas of Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas and training in strategies to support ELs with common core ELA/ELD and math curricula.

<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> ● Initial and annual verification of teacher credentials ● Compliance documentation for Charter School Oversight Visit ● Teacher PD needs assessments ● Teacher PD attendance, including participation in BTSA and EL Authorization programs ● Teacher performance evaluations 	<p>What were the findings from the analysis of this data?</p> <p>Educator Effectiveness Grant and Title II funds:</p> <p>Total: \$17,452</p> <p>100 % of students are credential in the subject that they teach-HQT.</p> <p>Teacher PDs: \$17,452</p>	
<p>How will the school evaluate the progress of this goal?</p> <p>We perform at least two formal observations twice a year, as well as informal observation throughout the year. Teacher who need support are given feedback along with an action plan, which identify the areas of need.</p> <p>All teachers including those who need support are highly encouraged to participate on PD outside school.</p> <p>Our school has a program where we allocate funding to reimburse teachers for their BTSA, which is, approve on our budget for the school year.</p> <p>All of our teachers have a teacher credential and are highly qualified.</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will ensure that all teachers and administrators participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas and training in strategies to support ELs with common core ELA/ELD and math curricula, and immigrant education.</p>		
<p>Action Step 1:</p>	<p>Person(s) Responsible</p>	<p>Cost and Funding Source (Itemize for Each Source)</p>

<p>Charter School will conduct credential review and support teachers' credentialing needs. (2015-16 school year)</p> <p><i>Task 1:</i></p> <p>Charter School will conduct credential review as part of teacher hiring process. (2015-16 school year)</p> <p><i>Task 2:</i></p> <p>Charter School will identify teacher credentialing needs and support teachers' credentialing needs. (2015-16 school year)</p> <p><i>Task 3:</i></p> <p>Charter School will annually review master schedule/teacher assignments to ensure compliance. (2015-16 school year)</p> <p>Action Step 2:</p> <p>Charter School will schedule PD in areas, including but not limited to, Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas and training in strategies to support ELs with common core ELA/ELD and math curricula, and immigrant education. (2015-16 school year)</p> <p><i>Task 1:</i></p> <p>Charter School will schedule PD in abovementioned areas. (2015-16 school year)</p> <p><i>Task 2:</i></p> <p>Charter School will monitor how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. Charter School leadership team will make daily classroom observations using the MPS teacher observation protocol. (2015-16 school year)</p> <p>Action Step 3:</p> <p>Teachers will receive PD in areas of need identified through needs assessment. (2015-16 school year)</p> <p><i>Task 1:</i></p> <p>Charter School will identify further PD needs besides the ones listed in Action Step 2. (2015-16 school year)</p> <p><i>Task 2:</i></p>	<p>Teachers, leadership team</p> <p>Principal, MPS Home Office</p> <p>Principal, MPS Home Office</p> <p>Principal</p> <p>Dean of Academics, EL coordinator, Principal, leadership team</p> <p>Dean of Academics, EL coordinator, Principal, leadership team</p> <p>Dean of Academics, EL coordinator, Principal, leadership team</p> <p>Dean of Academics, Principal, leadership team</p> <p>Dean of Academics, EL coordinator, Principal, leadership team</p>	<p>Cost and Funding Source for PD and training in ELA/Literacy, math, ELD, and immigrant education have already been listed under Goals 1A, 1B, 2A, and 2B, respectively.</p>
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<p>Charter School will schedule PD in areas of need. (2015-16 school year)</p> <p>Action Step 4:</p> <p>Charter School will evaluate its teachers for their performance. (2015-16 school year)</p> <p><i>Task 1:</i></p> <p>Charter School will implement the MPS teacher observation and evaluation protocol which includes walkthroughs, informal and formal observations and formal evaluation. (2015-16 school year)</p> <p><i>Task 2:</i></p> <p>Charter School will identify those areas the teachers need improvement to become more effective and efficient at their jobs and communicate with teachers about performance, mutually establish goals and identify actions for progress, and evaluate results. (2015-16 school year)</p> <p><i>Task 3:</i></p> <p>Charter School may use evaluation results as basis and documentation for transfer, promotion, reassignment, or disciplinary action. (2015-16 school year)</p>	<p>Dean of Academics, EL coordinator, Principal, leadership team</p>	
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<p>PERFORMANCE GOAL 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.</p> <p>LEA GOAL:</p> <p>Charter School will support students physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning.</p> <p>Identified Need:</p> <p>To avoid chronic absenteeism, school dropout, student suspension and expulsion, and to increase student attendance, sense of safety and school connectedness</p> <p>Expected Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> § Charter School will maintain an ADA rate of at last 95%. § Charter School will maintain a chronic absenteeism rate of no more than 1%. § Charter School will maintain a dropout rate of no more than 1%. § Charter School will maintain a student suspension rate of no more than 5%.
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<p>§ Charter School will maintain a student expulsion rate of no more than 1%.</p> <p>§ Approval rating on school satisfaction surveys of students, parents, and teachers on the sense of safety and school connectedness will be at least 85%.</p> <p>§ Charter School will hold a minimum of 5 parent activities/events per year.</p> <p>§ At least 25% of Charter School’s students will be home-visited by the teachers.</p>		
<p>What data did you use to form this goal?</p>	<p>What were the findings from the analysis of this data?</p> <p>One of the unique characteristic of our school is our close relationship with our parents and our students since our school population is only 151 students we have the luxury of doing home visits to create a family connection with our students.</p> <p>Also, all our teacher have an after school club in which students participate in extracurricular activities such as chess, vex robotics, lego robotics, ASB, art, game design, and many other.</p> <p>We have very few discipline incidents, but even then we have implementing Edge Coaching in which four of our staff members coach 10 students to set up goals personal or academic goals.</p>	
<p>How will the school evaluate the progress of this goal?</p> <p>Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will implement policies that encourage parent involvement, positive student behavior and improvements and Charter School teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.</p>		
<p>Action Step 1:</p> <p>Charter School will implement Positive Behavioral Interventions and Supports (PBIS). (2015-16 school year)</p> <p><i>Task 1:</i></p> <p>Charter School will implement PBIS and alternatives to suspension. (2015-16 school year)</p> <p><i>Task 2:</i></p> <p>Charter School will implement a positive behavior reward system and use CoolSIS for monitoring.</p>	<p>Person(s) Responsible</p> <p>Teachers, leadership team</p> <p>Teachers, Dean of Students, leadership team</p> <p>Teachers, Dean of Students, leadership team</p>	<p>Cost and Funding Source (Itemize for Each Source)</p> <p>Title I-</p> <p>Parent Involvement: \$500</p> <p>Home visits</p>

<p>Action Step 4:</p> <p>Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement. (2015-16 school year)</p> <p><i>Task 1:</i></p> <p>Charter School teachers will schedule and make home-visits. (2015-16 school year)</p> <p><i>Task 2:</i></p> <p>Charter School teachers will document the visits, evaluate them and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.) (2015-16 school year)</p>	<p>Teachers, Dean of Culture, leadership team</p> <p>Teachers, Dean of Culture, leadership team</p> <p>Teachers, Dean of Culture, leadership team</p>	
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<p>PERFORMANCE GOAL 5: All students will graduate from high school.</p> <p>LEA GOAL:</p> <p>Charter School will maintain a high rate of high school graduation and students will be on track to be college/career ready.</p> <p>Identified Need:</p> <p>To avoid school dropout, and to increase high school graduation rate and percentage of students who are on track to be college/career ready</p> <p>Expected Annual Measurable Outcomes:</p> <p>§ Charter School will maintain a dropout rate of no more than 1%.</p> <p>§ Charter School will maintain a four-year cohort graduation rate of at least 75%.</p> <p>§ At least 90% of graduating seniors will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements.</p> <p>§ At least 50% of the graduating seniors will have passed an AP exam with a score of 3 or higher.</p>	
<p>What data did you use to form this goal?</p> <p>§ Enrollment records</p> <p>§ Graduation records</p> <p>§ CDE records/CALPADS reports</p> <p>§ 4-year plans</p>	<p>What were the findings from the analysis of this data?</p> <p>-Graduation Rate: %100</p> <p>-College Counselor, 4 year planning meetings.</p> <p>-Workshops for students and parents</p> <p>-College Field Trips</p>

<p>§ Class schedules and rosters</p> <p>§ College Board reports</p>		
<p>How will the school evaluate the progress of this goal?</p> <p>Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will provide students with 4-year plans and support programs to ensure timely high school graduation and college/career readiness.</p>		
<p>Action Step 1:</p> <p>Charter School will offer 4-year academic plans, outlining the classes students can take during the four years of high school, and monitor these plans to ensure timely high school graduation and satisfaction of UC/CSU requirements. (2015-16 school year)</p> <p>Action Step 2:</p> <p>Charter School will offer credit recovery and CAHSEE prep classes and provide support to ensure timely high school graduation. (2015-16 school year)</p> <p>Action Step 3:</p> <p>Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. (2015-16 school year)</p> <p>Action Step 4:</p> <p>Charter School will offer “Advisory” classes (college planning and career exploration program) and “College Readiness” classes and programs preparing students for college readiness, including test prep for ACT/SAT. (2015-16 school year)</p>	<p>Person(s) Responsible</p> <p>College Advisor, Dean of Academics, leadership team</p> <p>College Advisor, Dean of Academics, leadership team</p> <p>College Advisor, Dean of Academics, leadership team</p> <p>College Advisor, Dean of Academics, leadership team</p>	<p>Cost and Funding Source (Itemize for Each Source)</p> <p>1 math teacher for 10% (ACT/SAT prep)-Title I</p>

Form B: Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

School Goal #: 1A, 1B, 2A, 2B, 3

<p>Actions to be Taken to Reach This Goal[1] Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)</p>	<p>Start Date Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source (itemize for each source)</p>
<p>Instructional Support</p> <p>MPS Home Office academic department will provide staff development opportunities and guidance in areas related to the School Action Plan. Staff development on research-based instructional strategies include, but are not limited to:</p> <ul style="list-style-type: none"> § Instructional strategies in Common Core State Standards implementation § Literacy development across the curriculum § Instructional strategies in mathematics § Language acquisition for English learners § Content area strategies § Development of advanced instructional programming § Intensive intervention § Integration of state instructional resources, including digital libraries § STEM activities § Blended learning 	<p>July 29, 2015 June 10, 2016</p>	<p>Charter School receives these services from the MPS Home Office and uses its LCFF funds as a source.</p> <p>State or federal program funds as outlined in the school's ConApp are not used to fund these services.</p>	<p>\$0</p>	<p>N/A</p>

School Goal #: 2A

<p>Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)</p>	<p>Start Date Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source (itemize for each source)</p>
<p>Title III-LEP Support</p> <p>The EL program coordinator sponsored by the Title III consortium lead will create a protocol for teacher observation and feedback mechanism regarding the implementation of the ELD program. The protocol will include look-fors, the frequency of observations and feedback.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will monitor the school-level implementation of the observation protocol monthly/quarterly and evaluate the EL services at the school at least semesterly.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will monitor and evaluate EL programs and services.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will closely work with the school's teachers, EL coordinator and the leadership team and provide professional development.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will coordinate and plan for the implementation of the initial CELDT test, the annual assessment of ELs, and the process for the follow-up required for reclassification</p>	<p>July 13, 2015 July 31, 2015</p> <p>August 18, 2015 June 10, 2016</p> <p>August 18, 2015 June 10, 2016</p> <p>August 18, 2015 June 10, 2016</p>	<p>Services and operating expenses, professional salaries and benefits for the EL program coordinator</p> <p>Charter School is a member of the Magnolia Science Academy consortium for Title III LEP funds. Per the MOU with the consortium lead, Charter School will receive ELD services, including monitoring and evaluation of the EL programs and services and professional development. The EL program coordinator sponsored by the lead will closely work with the school's teachers, EL coordinator and the leadership team.</p>	<p>\$41,456 for the Consortium</p>	<p>Title III-LEP</p>

School Goal #: 1A, 1B, 2A, 2B, 3, 4, 5

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<p>Data Disaggregation</p> <p>MPS Home Office data management department will provide data disaggregation to the Charter School for data, including but not limited to:</p> <ul style="list-style-type: none"> § SBAC ELA/Literacy and math data disaggregated by grade and subgroups § MAP test ELA and math data disaggregated by grade and subgroups § CELDT results disaggregated by grade, years in US, AMAO targets, etc. § API/AYP data disaggregated by grade and subgroups § Graduation data § ADA reports § Graduation data § Any other data as needed 	<p>July 29, 2015 June 10, 2016</p>	<p>Charter School receives these services from the MPS Home Office and uses its LCFF funds as a source.</p> <p>State or federal program funds as outlined in the school's ConApp are not used to fund these services.</p>	<p>\$1000 (MAP)</p>	<p>Title I</p>

School Goal #: 1A, 1B, 2A, 2B, 3, 4, 5

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<p>Parent and Community Outreach</p> <p>MPS Home Office Outreach and Communications department will provide guidance, support, and training to parents, teachers, administrators, and support staff. The activities of the Outreach and Communications department include, but are not limited to:</p> <ul style="list-style-type: none"> ● Providing professional development opportunities in 	<p>July 29, 2015 June 10, 2016</p>	<p>Charter School receives these services from the MPS Home Office and uses its LCFF funds as a source.</p> <p>State or federal program funds as outlined in the school's ConApp are not used to fund these services.</p>	<p>\$500</p>	<p>Title I</p>

<p>parent education programs</p> <ul style="list-style-type: none"> ● Serving as a link to parent and community resources ● Developing and encouraging high-quality parent programs and parental involvement opportunities at school sites ● Coordinating parent education and community outreach meetings ● Providing parents and staff the tools to successfully participate in curricular and budgetary decision making ● Providing staff and family access to trainings in effective school, family, and community partnerships ● Providing critical parent information that is readily available and in accessible formats and languages spoken by families at schools <p>Monitoring the Implementation of the Plan</p> <p>MPS Home Office will provide coordination of overall state and federally funded programs, articulation between schools, district, county, and assistance in the following:</p> <ul style="list-style-type: none"> ● Developing and monitoring the school budget and preparing financial reports ● Monitoring the implementation of state and federally funded programs ● Training and guiding of School Site Councils (SSC) and school staffs in the development and writing of the school plan ● Coordinating staff development in areas of emphasis and serving as a resource in additional areas 				
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Form C: Programs Included in this Plan

Of the four following options, please select the one that describes this school site:

- This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
- This site operates a SWP but does not consolidate its funds as part of operating a SWP.
- This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
- This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State Programs	Allocation	Consolidated in the SWP
<input type="checkbox"/> California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/Limited English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners	\$	<input type="checkbox"/>
<input type="checkbox"/> Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring	\$	<input type="checkbox"/>
<input type="checkbox"/> Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$	<input type="checkbox"/>
<input type="checkbox"/> Pupil Retention Block Grant (Carryover only) Purpose: Prevent students from dropping out of school	\$	<input type="checkbox"/>
<input type="checkbox"/> Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various	\$	<input type="checkbox"/>

specified measures to improve academic instruction and pupil academic achievement			
<input type="checkbox"/>	School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs	\$	<input type="checkbox"/>
<input type="checkbox"/>	School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	\$	<input type="checkbox"/>
<input type="checkbox"/>	Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$	<input type="checkbox"/>
<input type="checkbox"/>	List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.)	\$	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school		\$	
Federal Programs		Allocation	Consolidated in the SWP
<input checked="" type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$26,644	<input checked="" type="checkbox"/>
<input type="checkbox"/>	Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$	<input type="checkbox"/>
<input type="checkbox"/>	For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$465	<input checked="" type="checkbox"/>

<input checked="" type="checkbox"/>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$528	Title III funds may not be consolidated as part of a SWP ¹
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$	<input type="checkbox"/>
<input type="checkbox"/>	For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Other federal funds (list and describe) Title III, Part A: Immigrant Education Program	\$528	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Other federal funds (list and describe) Title III, Part B: English Language Learners	\$1,358	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Educator Effectiveness Grant (list and describe)	\$17,452	<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school		\$	
Total amount of state and federal categorical funds allocated to this school		\$46,447	

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

¹ Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.[4] The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Laura B. Schlottman	X				
Cobi Luciani (ELA)		X			
Brian Beeler (Social Studies)		X			
Josh Kang (Math)		X			
Darya Oral (SPED)			X		
Edith Carrillo (Dean of Students)			X		
Carolina Herrera (SSC Chair)				X	
Maria Gonzales (Parent)				X	
Jeremy Carrera					X
Magdalen Ramirez					X
Yasemin Turkkan					X
Numbers of members in each category	1	3	2	2	3

Form E: Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

State Compensatory Education Advisory Committee _____ Signature

English Learner Advisory Committee _____ Signature

Special Education Advisory Committee _____ Signature

Gifted and Talented Education Advisory Committee _____ Signature

District/School Liaison Team for schools in Program Improvement _____ Signature

Compensatory Education Advisory Committee _____ Signature

Departmental Advisory Committee (secondary) _____ Signature

Other committees established by the school or district (list) _____ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: **1/20/2016**.

Attested:

Laura B. Schlottman
Typed name of School Principal

Signature of School Principal Date

1/20/2016

Carolina Herrera
Typed name of SSC Chairperson

Signature of SSC Chairperson Date

1/20/2016

Form F: Budget Planning Tool

Budget Summary:

Fiscal Year Allocation for Funding Resources	Funding Sources	Total of Estimated Expenditures from Funding Source	Remaining Balance for Funding Source
\$26,644	Title I, Part A	\$26,644	\$0.00
\$465	Title II	\$465	\$0.00
\$1,358	Title III, LEP	*A total of \$41,456 Title III, LEP funding is allocated for the Magnolia Science Academy consortium. Funding is not passed to member schools.	
\$528	Title III, Immigrant	\$528	\$0.00

Budget/Resource Code Descriptions	Budget/Resource Codes	Estimated Expenditures for All Goals by Code Type
Unrestricted	0000	
Unrestricted Locally Defined	0001-0999	
Certificated Personnel Salaries	1000-1999	\$21,412
Classified Personnel Salaries	2000-2999	
Employee Benefits	3000-3999	
Books and Supplies	4000-4999	
Services and other Operating Expenditures	5000-5699	
Transfers of Direct Costs	5700-5799	
Professional/Consulting Services and Operating Expenditures	5800	
Communications	5900	\$100.00

Capital Outlay	6000-6999	
Other Outgo	7000-7439	

Description of Expenditures:

PERFORMANCE GOAL 1A: All students will reach high standards, at a minimum, attaining proficiency or better in reading.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 2: 2 ELA teachers for 10% 1 Title-I intervention teacher for 50%	Certificated Personnel Salaries	1000-1999	\$9,000.00	
Action Step 2: MAP test	Books and Supplies	4000-4999	\$500.00	
Action Step 2: 1 ELA instructional assistant	Classified Personnel Salaries	2000-2999		
Action Step 2: SES for ELA intervention	Prof. Services and Operating Expenditures	5800		
Action Step 3: Reading intervention program	Books and Supplies	4000-4999	\$2,500	
Action Step 3: Novels	Books and Supplies	4000-4999		
Action Step 3: Accelerated Reader	Books and Supplies	4000-4999	\$500.00	
Action Step 3: Discovery Learning	Books and Supplies	4000-4999		
Action Step 3: PD in ELA support and interventions	Prof. Services and Operating	5800		\$200

	Expenditures			
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Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999	\$21,644.00	
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800		
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

PERFORMANCE GOAL 1B: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 2: 2 math teachers for 10% 1 Title-I intervention	Certificated Personnel Salaries	1000-1999	\$9,109	

teacher for 50%				
Action Step 2: MAP test	Books and Supplies	4000- 4999	\$500	
Action Step 2: SES for math intervention	Prof. Services and Operating Expenditures	5800		
Action Step 3: Math intervention program	Books and Supplies	4000- 4999	\$2,500	
Action Step 3: Math manipulatives	Books and Supplies	4000- 4999		
Action Step 3: PD in math support and interventions	Prof. Services and Operating Expenditures	5800		\$265

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999	\$21,644.00	
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800		
Communications	5900		
Capital Outlay	6000-6999		

Other Outgo	7000-7439		
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Description of Expenditures:

PERFORMANCE GOAL 2A: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 1: 1 ELD instructional assistant	Classified Personnel Salaries	2000-2999		
Action Step 1: Supplementary student materials from National Geographic: Inside	Books and Supplies	4000-4999	\$1,358	
Action Step 1: Novels for EL classes	Books and Supplies	4000-4999		
Action Step 1: BrainPOP ESL	Books and Supplies	4000-4999		
Action Step 1: Oxford dictionaries for EL classes	Books and Supplies	4000-4999		
Action Step 1: PD in ELD support and interventions	Prof. Services and Operating Expenditures	5800		

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		

Certificated Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999	\$21,644	
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800		
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

PERFORMANCE GOAL 2B: All immigrant children and youth will be provided with necessary resources and support systems.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title III-Immigrant
Action Step 1: Immigrant student counseling	Prof. Services and Operating Expenditures	5800		\$528
Action Step 1: PD in immigrant education	Prof. Services and Operating Expenditures	5800		

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title III-
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			Immigrant
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800		
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

PERFORMANCE GOAL 3: All students will be taught by highly qualified teachers.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 3: PD in areas of need	Prof. Services and Operating Expenditures	5800		\$465 + \$17,452 (Educator Effectiveness Grant)

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
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Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$17,917	
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

PERFORMANCE GOAL 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 3: Parent workshop mailing expenses	Communications	5900	\$500	
Action Step 3: Parent workshop presenter compensation	Prof. Services and Operating Expenditures	5800		
Action Step 3: Home-visit stipends	Prof. Services and Operating Expenditures	5800	\$1,000	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800		
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

PERFORMANCE GOAL 5: All students will graduate from high school.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 2: 1 math teacher for 10% (CAHSEE prep)	Certificated Personnel Salaries	1000- 1999	\$3,000.00	
Action Step 4: 1 ELA teacher for 10% (ACT/SAT prep) 1 math teacher for	Certificated Personnel Salaries	1000- 1999		

10% (ACT/SAT prep)				
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Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800		
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Form G: Single Plan for Student Achievement Annual Evaluation

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

SAMPLE QUESTIONS FOR SPSA ANNUAL EVALUATION

Plan Priorities

- Identify the top priorities of the current SPSA. **(No more than 2–3.)**

- Identify the major expenditures supporting these priorities.

Plan Implementation

- Identify strategies in the current SPSA that were fully implemented as described in the plan.

- Identify strategies in the current SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.
 - What specific actions related to those strategies were eliminated or modified during the year?
 - Identify barriers to full or timely implementation of the strategies identified above.
 - What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?
 - What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?

Strategies and Activities

- Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the **strategies or activities on student achievement?**

· Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.

o Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?

§ Lack of timely implementation

§ Limited or ineffective professional development to support implementation

§ Lack of effective follow-up or coaching to support implementation

§ Not implemented with fidelity

§ Not appropriately matched to student needs/student population

§ Other _____

o Based on the analysis of this practice, would you recommend:

§ Eliminating it from next year's plan

§ Continuing it with the following modifications: _____

Involvement/Governance

- How was the SSC involved in development of the plan?

- How were advisory committees involved in providing advice to the SSC?

- How was the plan monitored during the school year?

- What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

Outcomes

- Identify any goals in the current SPSA that were met.

· Identify any goals in the current SPSA that were not met, or were only partially met.

o List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.

· Based on this information, what might be some recommendations for future steps to meet this goal?



[1] See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

[2] List the date an action will be taken, or will begin, and the date it will be completed.

[3] Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

[4] *EC* Section 52852

Single Plan for Student Achievement



A Resource for the School Site Council

The Single Plan for Student Achievement

School: Magnolia Science Academy-2

District: Los Angeles Unified School District

County-District School (CDS) Code: 19 64733 0115212

Principal: Steven Keskinturk

Date of this revision: 9/4/2015

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Steven Keskinturk

Position: Principal

Telephone Number: (818) 758-0300

Address: 17125 Victory Blvd., Van Nuys CA 91406

E-mail Address: skeskinturk@magnoliapublicschools.org

Table of Contents

Form A: Planned Improvements in Student Performance	1
Form B: Centralized Services for Planned Improvements in Student Performance	5
Form C: Programs Included in This Plan	6
Form D: School Site Council Membership	9
Form E: Recommendations and Assurances	10
Form F: Budget Planning Tool	11
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Form A: Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

PERFORMANCE GOAL 1A: All students will reach high standards, at a minimum, attaining proficiency or better in reading.

LEA GOAL:

Charter School will set and strive to meet proficiency targets in English Language Arts/Literacy on the CAASPP assessment system.

Identified Need:

To increase the percentage of students who score proficient or above in English Language Arts/Literacy on the CAASPP assessment system

Expected Annual Measurable Outcomes:

- All student subgroups will meet or exceed proficiency targets in English Language Arts/Literacy on the CAASPP assessment system. (Specific targets will be set as data becomes available.)
- For all student subgroups, the percentage of students performing proficient on the Reading/ELA sections of our internal, common-core aligned Measures of Academic Progress (MAP) assessment will increase by 5% from Fall 2015 to Spring 2016.

What data did you use to form this goal?

- SBAC ELA/Literacy data from 2015
- Spring 2015 MAP test data
- Fall 2015 MAP test data

What were the findings from the analysis of this data?

The MAP exams assess students in two areas- mathematics and reading. This computer adaptive exam has been reformatted to align with the Common Core standards so that schools are better able to gauge how students are expected to score on the Smarter Balanced exam.

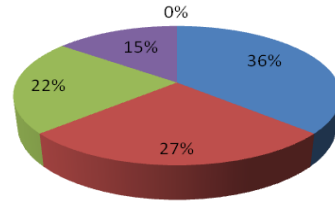
READING		
Fall 2014		
Far Below Basic	113	29%
Below Basic	103	27%
Basic	166	17%
Proficient	77	20%
Advanced	26	7%
Spring 2015		
Far Below Basic	77	20%
Below Basic	103	27%
Basic	82	22%
Proficient	78	20%
Advanced	41	11%

The data establishes that students have shown incremental growth in Reading at all grade levels.

Special Education Students

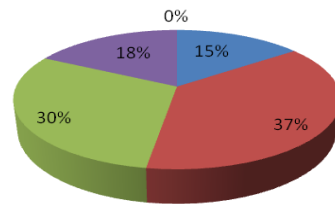
MSA-2 SPED Reading MAP Fall 2014

■ Far Below Basic ■ Below Basic ■ Basic ■ Proficient ■ Advanced



MSA-2 SPED Reading MAP Spring 2015

■ Far Below Basic ■ Below Basic ■ Basic ■ Proficient ■ Advanced

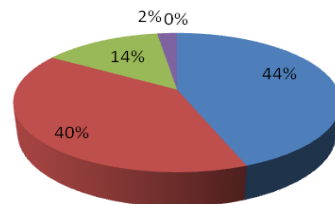


We saw that more than half of students who scored far below basic was able to show improvement.

English Language Learners

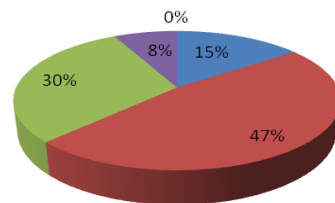
MSA-2 ELL Reading MAP Fall 2014

■ Far Below Basic ■ Below Basic ■ Basic ■ Proficient ■ Advanced



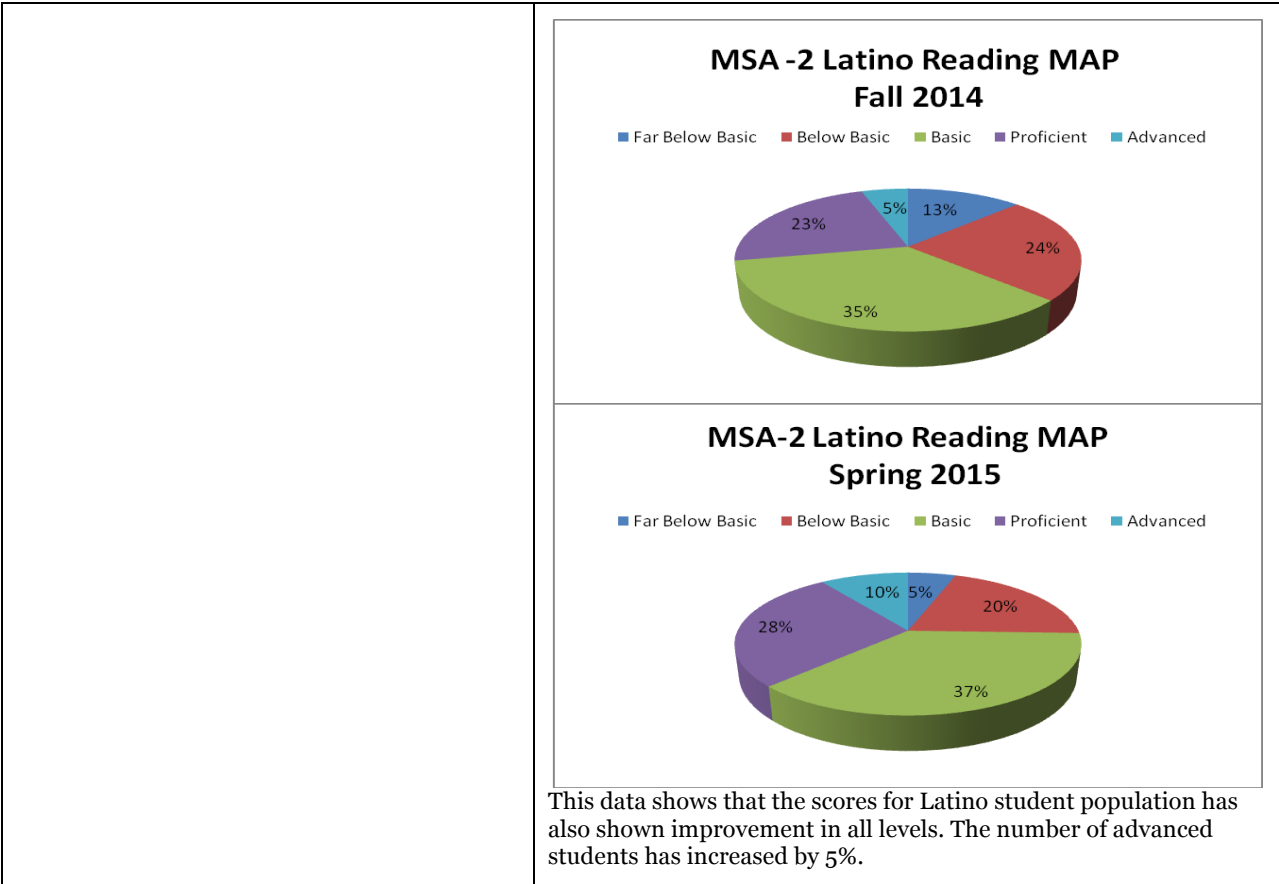
MSA-2 ELL Reading MAP Spring 2015

■ Far Below Basic ■ Below Basic ■ Basic ■ Proficient ■ Advanced



In reviewing the scores of our English Language Learners, we see that far below basic scores has decreased tremendously and the proficient scores has increased.

Latino Students



<p>How will the school evaluate the progress of this goal? Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found? See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will provide CCSS aligned ELA instruction, support and intervention to all students, including ELs, and monitor student progress in ELA/Literacy as measured by the MAP tests.</p>		
<p>Action Step 1: Teachers will provide CCSS aligned ELA instruction using SDAIE strategies. (2015-16 school year) Task 1:</p>	<p>Person(s) Responsible Teachers, leadership team Teachers, leadership team</p>	<p>Cost and Funding Source (Itemize for Each Source)</p>

<p>Teachers will develop CCSS aligned ELA lessons considering their EL students' needs. (2015-16 school year)</p> <p>Task 2: Teachers will provide CCSS aligned ELA instruction using SDAIE strategies. (2015-16 school year)</p> <p>Action Step 2: The leadership team will place students into appropriate intervention groups and teachers will provide targeted ELA support and interventions. (by September 14, 2015)</p> <p>Task 1: Charter School will use the MAP test and teacher feedback to identify and place students in ELA intervention groups and classes. (by September 14, 2015)</p> <p>Task 2: Teachers will provide targeted CCSS aligned ELA intervention during the daily intervention period, once a week after school and on Saturdays to meet the students' needs. (2015-16 school year)</p> <p>Task 3: Charter School will work with a Supplemental Educational Services (SES) Provider to provide targeted CCSS aligned ELA intervention to meet the students' needs. (2015-16 school year)</p> <p>Action Step 3: Charter School will select a research-based reading intervention program that targets the individual literacy needs of struggling students and English Learners and includes ongoing assessments of student growth. (2015-16 school year)</p> <p>Task 1: Charter School will select reading intervention materials and resources. (by September 30, 2015)</p> <p>Task 2: Charter School will purchase supplementary instructional materials and benchmark assessments. (by October 14, 2015)</p> <p>Task 2: Charter School will schedule and provide initial training for instructional staff and schedule follow up professional development activities. (by October 14, 2015)</p> <p>Action Step 4: Teachers and the leadership team will monitor student progress in ELA as measured by in-class/benchmark assessments and MAP tests. (2015-16 school year)</p> <p>Task 1: Teachers will implement the MAP test in Fall 2015 and Spring 2016 to measure student growth in</p>	<p>Teachers, leadership team</p> <p>Dean of Academics, Title I RTI Team, leadership team</p> <p>Dean of Academics, Title I RTI Team, leadership team</p> <p>Teachers, Dean of Academics, Title I RTI Team, leadership team</p> <p>ELA Dept. Chair, Dean of Academics, Title I RTI Team, leadership team Dean of Academics, Principal</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics, Title I RTI Team, leadership team</p> <p>Dean of Academics, Title I RTI Team, leadership team</p> <p>Teachers, Dean of Academics, Title I RTI Team, leadership team</p> <p>Teachers, ELA Dept. Chair, Dean of Academics, Title I RTI Team, leadership team</p>	<p>\$3,000 Gen Fund for MAP test</p> <p>\$56,205.00 Title I ELA</p> <p>\$2,000 Title I for PD in ELA support and interventions</p>
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<p>ELA/Literacy. (8/31/15-9/11/15; 3/1/16-3/1/16)</p> <p>Task 2: Teachers will analyze areas of growth for each student on the Fall 2015 MAP test and measure growth on the Spring 2016 MAP test. Teachers will continue to use in-class/benchmark assessments as progress indicators. (2015-16 school year)</p> <p>Task 3: Charter School will monitor and evaluate reading intervention program goals and objectives; determine if goals and objectives are being met. Findings will be reflected in the SSC minutes. (2015-16 school year)</p>		
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PERFORMANCE GOAL 1B: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics.

LEA GOAL:

Charter School will set and strive to meet proficiency targets in math on the CAASPP assessment system.

Identified Need:

To increase the percentage of students who score proficient or above in math on the CAASPP assessment system

Expected Annual Measurable Outcomes:

- All student subgroups will meet or exceed proficiency targets in math on the CAASPP assessment system. (Specific targets will be set as data becomes available.)
- For all student subgroups, the percentage of students performing proficient on the math section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment will increase by 5% from Fall 2015 to Spring 2016.

What data did you use to form this goal?

- SBAC math data from 2015
- Spring 2015 MAP test data
- Fall 2015 MAP test data

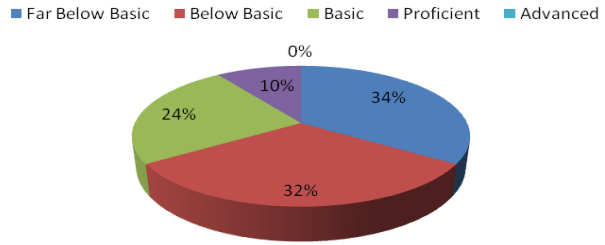
What were the findings from the analysis of this data?

The data establishes that students have shown incremental growth in Mathematics at all grade levels. Several students have been able to increase their proficiency levels.

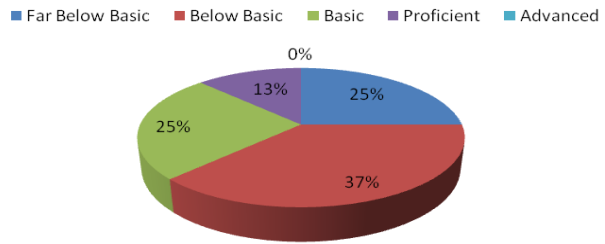
MATHEMATICS		
Fall 2014		
Far Below Basic	105	27%
Below Basic	96	25%
Basic	84	22%
Proficient	58	15%
Advanced	44	11%
Spring 2015		
Far Below Basic	73	19%
Below Basic	92	24%
Basic	103	27%
Proficient	63	17%
Advanced	50	13%

Special Education Students

**MSA-2 SPED Math MAP
Fall 2014**



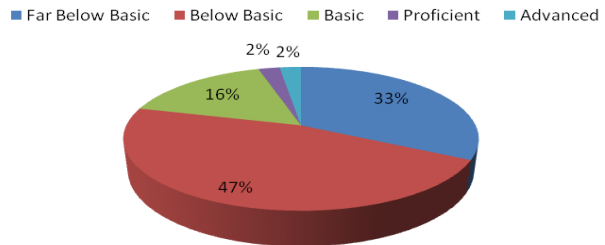
**MSA-2 SPED Math MAP
Spring 2015**



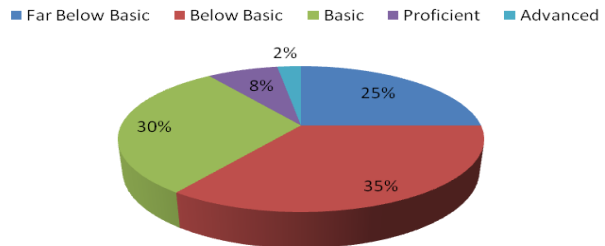
In mathematics we saw that far below basic student percentage has decreased by 9%, and number of proficient students has increased.

English Language Learners

**MSA-2 ELL Math MAP
Fall 2014**

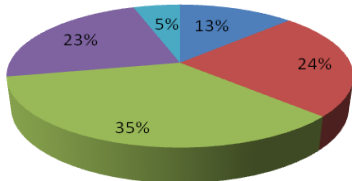
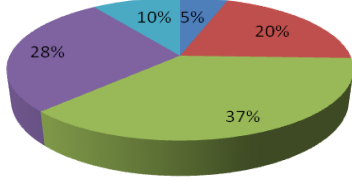


**MSA-2 ELL Math MAP
Spring 2015**



In reviewing the scores of our English Language Learners, we see that proficient and basic scores has increased while far below basic and below basic scores has decreased.

Latino Students

	<p style="text-align: center;">MSA-2 Latino Math MAP Fall 2014</p> <p style="text-align: center;">■ Far Below Basic ■ Below Basic ■ Basic ■ Proficient ■ Advanced</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Far Below Basic</td> <td>13%</td> </tr> <tr> <td>Below Basic</td> <td>24%</td> </tr> <tr> <td>Basic</td> <td>35%</td> </tr> <tr> <td>Proficient</td> <td>23%</td> </tr> <tr> <td>Advanced</td> <td>5%</td> </tr> </tbody> </table> <hr/> <p style="text-align: center;">MSA-2 Latino Math MAP Spring 2015</p> <p style="text-align: center;">■ Far Below Basic ■ Below Basic ■ Basic ■ Proficient ■ Advanced</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Far Below Basic</td> <td>5%</td> </tr> <tr> <td>Below Basic</td> <td>20%</td> </tr> <tr> <td>Basic</td> <td>37%</td> </tr> <tr> <td>Proficient</td> <td>28%</td> </tr> <tr> <td>Advanced</td> <td>10%</td> </tr> </tbody> </table> <p>Similar to the reading scores, Latino students were able to show improvement in all areas, including advanced category.</p>	Category	Percentage	Far Below Basic	13%	Below Basic	24%	Basic	35%	Proficient	23%	Advanced	5%	Category	Percentage	Far Below Basic	5%	Below Basic	20%	Basic	37%	Proficient	28%	Advanced	10%
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<p>How will the school evaluate the progress of this goal? Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found? See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will provide CCSS aligned math instruction, support and intervention to all students, including ELs, and monitor student progress in math as measured by the MAP tests.</p>		
<p>Action Step 1: Teachers will provide CCSS aligned math instruction using SDAIE strategies. (2015-16 school year) Task 1: Teachers will develop CCSS aligned math lessons</p>	<p>Person(s) Responsible Teachers, leadership team Teachers, leadership team Teachers, leadership team</p>	<p>Cost and Funding Source (Itemize for Each Source)</p>

<p>considering their EL students' needs. (2015-16 school year)</p> <p>Task 2: Teachers will provide CCSS aligned math instruction using SDAIE strategies. (2015-16 school year)</p> <p>Action Step 2: The leadership team will place students into appropriate intervention groups and teachers will provide targeted math support and interventions. (by September 14, 2015)</p> <p>Task 1: Charter School will use the MAP test and teacher feedback to identify and place students in math intervention groups and classes. (by September 14, 2015)</p> <p>Task 2: Teachers will provide targeted CCSS aligned math intervention during the daily intervention period, once a week after school and on Saturdays to meet the students' needs. (2015-16 school year)</p> <p>Task 3: Charter School will work with a Supplemental Educational Services (SES) Provider to provide targeted CCSS aligned math intervention to meet the students' needs. (2015-16 school year)</p> <p>Action Step 3: Charter School will select a research-based math intervention program that targets the individual math needs of struggling students and English Learners and includes ongoing assessments of student growth. (2015-16 school year)</p> <p>Task 1: Charter School will select math intervention materials and resources. (by September 30, 2015)</p> <p>Task 2: Charter School will purchase supplementary instructional materials and benchmark assessments. (by October 14, 2015)</p> <p>Task 3: Charter School will schedule and provide initial training for instructional staff and schedule follow up professional development activities. (by October 14, 2015)</p> <p>Action Step 4: Teachers and the leadership team will monitor student progress in math as measured by in-class/benchmark</p>	<p>Dean of Academics, Title I RTI Team, leadership team</p> <p>Dean of Academics, Title I RTI Team, leadership team</p> <p>Teachers, Dean of Academics, Title I RTI Team, leadership team</p> <p>Math Dept. Chair, Dean of Academics, Title I RTI Team, leadership team Dean of Academics, Principal</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics, Title I RTI Team, leadership team</p> <p>Dean of Academics, Title I RTI Team, leadership team</p> <p>Teachers, Dean of Academics, Title I RTI Team, leadership team</p> <p>Teachers, Math Dept., Dean of Academics, Title I RTI Team, leadership team</p>	<p>\$3,000 General fund for MAP test</p> <p>\$50,000 Title I Intervention Teacher</p> <p>\$25,000, Title I for SES for math intervention</p> <p>\$2,000 Title I for PD in math support and interventions</p>
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<p>assessments and MAP tests. (2015-16 school year)</p> <p>Task 1: Teachers will implement the MAP test in Fall 2015 and Spring 2016 to measure student growth in math. (8/31/15-9/11/15; 3/1/16-3/1/16)</p> <p>Task 2: Teachers will analyze areas of growth for each student on the Fall 2015 MAP test and measure growth on the Spring 2016 MAP test. Teachers will continue to use in-class/benchmark assessments as progress indicators. (2015-16 school year)</p> <p>Task 3: Charter School will monitor and evaluate math intervention program goals and objectives; determine if goals and objectives are being met. Findings will be reflected in the SSC minutes. (2015-16 school year)</p>		
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PERFORMANCE GOAL 2A: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

LEA GOAL:

Charter School will set and strive to meet proficiency targets for the EL subgroup in English Language Arts/Literacy on the CAASPP assessment system and proficiency and growth targets on CELDT/ELPAC.

Identified Need:

To increase the percentage of ELs who score proficient or above in English Language Arts/Literacy and math on the CAASPP assessment system; to increase the percentage of ELs who make annual progress in learning English

Expected Annual Measurable Outcomes:

- ELs will meet or exceed proficiency targets in English Language Arts/Literacy and math on the CAASPP assessment system. (Specific targets will be set as data becomes available.)
- The percentage of ELs performing proficient on the Reading/ELA sections of our internal, common-core aligned Measures of Academic Progress (MAP) assessment will increase by 5% from Fall 2015 to Spring 2016.
- The percentage of ELs making annual progress in learning English as measured by the CELDT will increase by 5% from the prior year.
- The percentage of ELs (less than 5 years) attaining English-language proficiency as measured by the CELDT will increase by 5% from the prior year.
- The percentage of ELs (5 years or more) attaining English-language proficiency as measured by the CELDT will increase by 5% from the prior year.

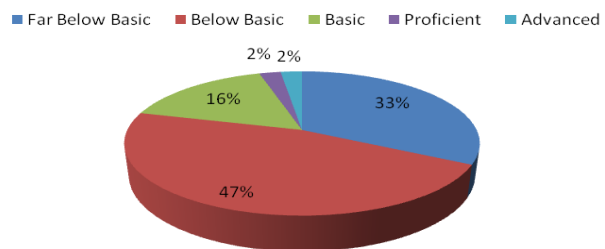
What data did you use to form this goal?

- SBAC ELA/Literacy and math data from 2015
- Spring 2015 MAP test data
- Fall 2015 MAP test data
- CELDT results
- EL re-classification rates

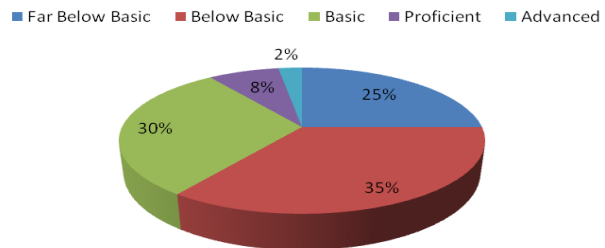
What were the findings from the analysis of this data?

English Language Learners

**MSA-2 ELL Math MAP
Fall 2014**



**MSA-2 ELL Math MAP
Spring 2015**



In reviewing the scores of our English Language Learners, we see that Proficient scores increased in and several students were able to raise their levels from Below Basic to Basic.

We currently have a 36% reclassification rate. Per our AMAO goals, we will attempt to increase overall reclassification rates by at least 5% with each student increasing their individual scores by 1 level.

How will the school evaluate the progress of this goal?

Weekly, monthly, quarterly, and annual program monitoring and evaluation

Where can a budget plan of the proposed expenditures for this goal be found?

See Form F: Budget Planning Tool

STRATEGY: Charter School will provide CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs, and monitor student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments.

Action Step 1:

Charter School will identify and group ELs by

Person(s) Responsible

Teachers, leadership team

**Cost and Funding Source
(Itemize for Each Source)**

<p>proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation. (2015-16 school year)</p> <p>Task 1: The data office will create a report of identified ELs by class. The report will include students' CELDT levels including overall and subtest data and be given to all teachers. (by August 28, 2015)</p> <p>Task 2: ELD time will be built into in the master schedule.</p> <p>Task 3: Charter School will purchase supplementary ELD materials and benchmark assessments. (by October 14, 2015)</p> <p>Task 4: Charter School will schedule and provide initial training for instructional staff and schedule follow up professional development activities. (by October 14, 2015)</p> <p>Action Step 2: The leadership team will place students into appropriate intervention groups and teachers will provide targeted ELD support and interventions. (by October 14, 2015)</p> <p>Task 1: Teachers will identify targeted ELD areas and levels of support needed. (by October 14, 2015)</p> <p>Task 2: Teachers will develop and implement targeted lessons to meet the students' needs. Students will also be provided after-school intervention at least once a week and on Saturdays. (2015-16 school year)</p> <p>Action Step 3: Teachers and the leadership team will monitor student progress in ELD as measured by in-class/benchmark assessments. (<i>ELA/Literacy and math monitoring via MAP tests have been described in Performance Goal 1.</i>) (2015-16 school year)</p> <p>Task 1: All ELs will be assessed for ELD at the end of each ELD curricular unit which takes approximately 6-8 weeks. (2015-16 school year)</p> <p>Task 2: Charter School will monitor student progress in ELD using in-class/benchmark assessments as progress indicators. (2015-16 school year)</p> <p>Task 3: Teachers will collaborate on assessment results and make necessary adjustment in their instruction. (2015-16 school year)</p> <p>Task 4:</p>	<p>Office, , leadership team</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics, , leadership team</p> <p>ELA/ELD teachers, , Dean of Academics, Title I RTI Team</p> <p>ELA/ELD teachers, , Dean of Academics, Title I RTI Team</p> <p>Teachers, , Dean of Academics, leadership team</p> <p>Teachers, , Dean of Academics</p> <p>Teachers, , Dean of Academics, leadership team</p> <p>Teachers, , Dean of Academics, leadership team</p> <p>Title III Consortium lead EL program coordinator, leadership team</p> <p>Dean of Academics, , Title I RTI Team, leadership team</p> <p>Title III Consortium lead EL program coordinator, leadership team</p>	<p>\$200 for novels for EL classes \$285 for BrainPOP ESL \$100 for dictionaries for EL classes</p> <p>ELA/ELD Development Framework Common Core ELA/Literacy standards and ELs SDAIE strategies Cooperative Learning and Student Engagement strategies training focused on ELs Long Term English Learners training Rigor by Design: Leading the Learning of English Learners and Immigrant Students</p> <p>Charter School is part of the Title III Consortium under the leadership of Magnolia #1 which serves as the lead of the Magnolia Science Academy consortium for Title III LEP funds. Charter School will follow the guidelines of this program.</p>
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<p>The EL program coordinator sponsored by the Title III consortium lead will create a protocol for teacher observation and feedback mechanism regarding the implementation of the ELD program. The protocol will include look-fors, the frequency of observations and feedback. (by October 15, 2015)</p> <p>Task 5: The school leadership will implement the observation protocol monthly. (2015-16 school year)</p> <p>Task 6: The EL program coordinator sponsored by the Title III consortium lead will monitor the school-level implementation of the observation protocol monthly/quarterly and evaluate the EL services at the school at least semesterly. (2015-16 school year)</p>		
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<p>PERFORMANCE GOAL 2B: All immigrant children and youth will be provided with necessary resources and support systems.</p> <p>LEA GOAL: Charter School will provide each immigrant student with necessary resources and counseling to support their needs.</p> <p>Identified Need: To provide necessary counseling and support to immigrant students</p> <p>Expected Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> Charter School will provide each immigrant student with at least one hour of counseling per student per year and more as needed to support their needs. 		
<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> Fall 2015 MAP test data CELDT results EL re-classification rates CoolSIS information on student enrollment, grades, and behavior 	<p>What were the findings from the analysis of this data?</p> <p>We currently have 2 immigrant students of Hispanic origin. All are in the beginning stages of English Language development. In order to support their English skills, our Title 1 coordinator works with them individually, both, in a pull-out and push in model. We have purchased Rosetta Stone to better support them and give them the assistance of a peer translator, materials in their home language, and an English/Spanish dictionary.</p> <p>We also provide CoolSIS training to our parents so that parents can support their children academically, and we have a very active PTF which supports parental involvement in the school.</p> <p>We also received support from outside organizations which support our AB540 students through the college application and financial aid process. We meet with students and parents regularly to address their specific needs.</p>	
<p>How will the school evaluate the progress of this goal? Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found? See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will arrange for a counselor who will provide support and resources to both immigrant students and their teachers and school staff to best support those students.</p>		
<p>Action Step 1: Charter School will identify immigrant student needs and provide counseling support and necessary resources to meet the needs of immigrant students such as provision of tutorials, mentoring, curricular and instructional materials. (2015-16 school year)</p> <p>Task 1: Charter School will identify the immigrant students and their needs. (by September 14, 2015)</p> <p>Task 2: Charter School will arrange for a counselor to provide support and necessary resources to meet the needs of immigrant students. Counseling will be for at least one hour per student per year and more as needed to support the needs of students. (2015-16 school year)</p> <p>Task 3: MPS Home Office will monitor the site-level implementation of the counseling services at least semesterly. (2015-16 school year)</p> <p>Action Step 2: Charter School will schedule at least three hours of PD for its counselors/staff who will learn best practices and counseling methods geared towards helping immigrant</p>	<p>Person(s) Responsible Teachers, leadership team</p> <p>Office, Dean of Culture, , leadership team</p> <p>Dean of Culture, leadership team</p> <p>MPS Home Office</p> <p>Dean of Culture, Title I RTI Team, leadership team</p>	<p>Cost and Funding Source (Itemize for Each Source)</p> <p>\$1,131 Title III-Immigrant for immigrant student counseling</p>

<p>students. (2015-16 school year)</p> <p>Task 1: Charter School will schedule at least three hours of PD for its counselors/staff. PD will focus on immigrant student needs and counseling immigrant students. (by October 14, 2015)</p>		
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PERFORMANCE GOAL 3: All students will be taught by highly qualified teachers.

LEA GOAL:

For each year of the charter, all Charter School teachers will be appropriately assigned and fully credentialed as required by law and the charter.

Identified Need:

To ensure teachers are appropriately assigned and fully credentialed

Expected Annual Measurable Outcomes:

- 100% of Charter School’s teachers will be appropriately assigned and fully credentialed as required by law and the charter.
- 100% of Charter School’s teachers will participate in at least 18 hours of professional development per year. PD includes the areas of Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas and training in strategies to support ELs with common core ELA/ELD and math curricula.

What data did you use to form this goal?

- Initial and annual verification of teacher credentials
- Compliance documentation for Charter School Oversight Visit
- Teacher PD needs assessments
- Teacher PD attendance, including participation in BTSA and EL Authorization programs
- Teacher performance evaluations

What were the findings from the analysis of this data?

Professional Development sessions are targeted to support teachers in content areas so that they can align lessons with Common Core standards and support students in their areas of need. California State University, Northridge has been invited to present information and host workshops in the areas of Math, Science, English, History, and Enrichment. Based on the areas students seem to be struggling the most, teachers are asked to bring in lesson plans so that they could work in groups to better adapt them to the CCSS.

Additionally, MSA-2 holds staff meetings weekly and departmental and grade level meetings biweekly. Here, teachers work in PLC’s to disaggregate data, support one another in content areas, and discuss student achievement across content areas in each grade level. While we have increased the use of technology at our school, particularly with a 1:1 ratio of computer to students, we would like to better our blended learning program and expand our PD’s to include support for technology in the classroom.

Where can a budget plan of the proposed expenditures for this goal be found?

See Form F: Budget Planning Tool

STRATEGY: Charter School will ensure that all teachers and administrators participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas and training in strategies to support ELs with common core ELA/ELD and math curricula, and immigrant education.

Action Step 1:

Charter School will conduct credential review and support teachers’ credentialing needs. (2015-16 school year)

Task 1:

Charter School will conduct credential review as part of teacher hiring process. (2015-16 school year)

Task 2:

Charter School will identify teacher credentialing needs and support teachers’ credentialing needs. (2015-16 school year)

Task 3:

Charter School will annually review master schedule/teacher assignments to ensure compliance. (2015-16 school year)

Action Step 2:

Charter School will schedule PD in areas, including but not limited to, Common Core ELA/Literacy, math, ELD

Person(s) Responsible

Teachers, leadership team

Principal, MPS Home Office

Principal, MPS Home Office

Principal

Dean of Academics, ,
Principal, leadership team

Dean of Academics, ,
Principal, leadership team

Cost and Funding Source (Itemize for Each Source)

We use LCFF funds for BTSA and EL Authorization expenses and the amounts are already included in your LCAP.

<p>Standards and integration of ELD standards into content areas and training in strategies to support ELs with common core ELA/ELD and math curricula, and immigrant education. (2015-16 school year)</p> <p>Task 1: Charter School will schedule PD in above-mentioned areas. (2015-16 school year)</p> <p>Task 2: Charter School will monitor how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. Charter School leadership team will make daily classroom observations using the MPS teacher observation protocol. (2015-16 school year)</p> <p>Action Step 3: Teachers will receive PD in areas of need identified through needs assessment. (2015-16 school year)</p> <p>Task 1: Charter School will identify further PD needs besides the ones listed in Action Step 2. (2015-16 school year)</p> <p>Task 2: Charter School will schedule PD in areas of need. (2015-16 school year)</p> <p>Action Step 4: Charter School will evaluate its teachers for their performance. (2015-16 school year)</p> <p>Task 1: Charter School will implement the MPS teacher observation and evaluation protocol which includes walkthroughs, informal and formal observations and formal evaluation. (2015-16 school year)</p> <p>Task 2: Charter School will identify those areas the teachers need improvement to become more effective and efficient at their jobs and communicate with teachers about performance, mutually establish goals and identify actions for progress, and evaluate results. (2015-16 school year)</p> <p>Task 3: Charter School may use evaluation results as basis and documentation for transfer, promotion, reassignment, or disciplinary action. (2015-16 school year)</p>	<p>Dean of Academics, , Principal, leadership team</p> <p>Dean of Academics, Principal, leadership team</p> <p>Dean of Academics, , Principal, leadership team</p> <p>Dean of Academics, , Principal, leadership team</p>	<p>Cost and Funding Source for PD and training in ELA/Literacy, math, ELD, and immigrant education have already been listed under Goals 1A, 1B, 2A, and 2B, respectively.</p> <p>\$2,000 Title I for PD in the following areas: PLC, Bloom's Taxonomy, Classroom Instruction That Works, Differentiated Instruction, Rigor, different learning styles, students with special learning needs, understanding data and assessments, etc.</p>
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PERFORMANCE GOAL 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

LEA GOAL:

Charter School will support students physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning.

Identified Need:

To avoid chronic absenteeism, school dropout, student suspension and expulsion, and to increase student attendance, sense of safety and school connectedness

Expected Annual Measurable Outcomes:

- Charter School will maintain an ADA rate of at least 95%.
- Charter School will maintain a chronic absenteeism rate of no more than 1%.
- Charter School will maintain a dropout rate of no more than 1%.
- Charter School will maintain a student suspension rate of no more than 5%.
- Charter School will maintain a student expulsion rate of no more than 1%.
- Approval rating on school satisfaction surveys of students, parents, and teachers on the sense of safety and school connectedness will be at least 85%.
- Charter School will hold a minimum of 5 parent activities/events per year.
- At least 25% of Charter School’s students will be home-visited by the teachers.

What data did you use to form this goal?

- ADA reports
- Daily attendance records
- Enrollment records
- CDE records/CALPADS reports
- Behavior incident reports via CoolSIS
- Survey reports
- Home visit calendar

What were the findings from the analysis of this data?

Our core values are to teach students to contribute to the global community as socially responsible citizens. To promote this culture, our Life Skills and SSR teachers regularly discuss social issue topics like Anti-Bullying, personal responsibility, and respect. To promote these teachings, our assemblies take on a focal issue such as bullying and self-esteem and we teach our students how to cope and respond to these issues.

Our school follows a positive behavioral support model utilizing a point system tracked by our online CoolSIS program. When a student receives negative fifteen behavior points, those students and parents are worked with closely and placed on a behavior plan which is tracked daily. Students are given the opportunity to rectify their behavior in each class and consequently earn positive points by following the agreement made between the administration, parents, and student. Students that earn positive points (in increments of 5) earn rewards and are publicly acknowledged in assemblies and award ceremonies.

The Dean of Students and reflection committee employs alternatives to suspension in order to focus on lifelong character building with tasks including: community service, campus beautification, loss of privileges, parent shadow, mentorship, etc. We also work with Mitchell Family Counseling from CSUN to address social and behavioral needs. This allows students the opportunity to develop maturity while learning responsibility.

Our partnership with CSUN also extends into a peer mentoring program, which allows our high school students to receive training on how to effectively communicate and help the younger middle school students be successful both academically and behaviorally

Additionally, we obtain parent support and buy-in through regular home visits. It is our goal to visit each home at least once. By making these types of connections, students understand what an integral role their parents combined with the school, play in their education.

How will the school evaluate the progress of this goal?

Weekly, monthly, quarterly, and annual program

Where can a budget plan of the proposed expenditures for this goal be found?

See Form F: Budget Planning Tool

monitoring and evaluation		
STRATEGY: Charter School will implement policies that encourage parent involvement, positive student behavior and improvements and Charter School teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.		
<p>Action Step 1: Charter School will implement Positive Behavioral Interventions and Supports (PBIS). (2015-16 school year)</p> <p>Task 1: Charter School will implement PBIS and alternatives to suspension. (2015-16 school year)</p> <p>Task 2: Charter School will implement a positive behavior reward system and use CoolSIS for monitoring. (2015-16 school year)</p> <p>Action Step 2: Charter School will offer Life Skills program to supplement instruction. (2015-16 school year) (Life Skills program contains topics on social and emotional learning, study skills, environmental issues, conflict resolution, making responsible choices, self-discipline, college and career awareness and character education. Life Skills is an enrichment program that provides students with valuable skills to support academic excellence and social skill development. Students participate in activities/projects to demonstrate their understanding of the values/lessons. Guest speakers and various forms of technology also engage students in the course content. Life Skills themes are integrated into broader school-wide activities including assemblies, field trips, displays, announcements, and into the general curriculum. Parents are regularly informed about the Life Skills topics to support Magnolia's effort to inspire positive principles of conduct in future leaders. Life Skills program also enables all students, including socio-economically disadvantaged students, to have a vision and be more specific on their goals to be successful at school and during their life.)</p> <p>Action Step 3: Charter School will hold a minimum of 5 parent activities/events per year, including Student/Parent Orientation, Back to School Night, and parent conferences. (2015-16 school year)</p> <p>Task 1: Charter School will communicate with the parents of academically under-performing students, inviting them for parent conferences. (2015-16 school year)</p> <p>Task 2: Charter School will schedule annual workshops for parents of EL students. Topics to be covered include the school's EL Master Plan, stages of language acquisition, state testing, and college application, using SIS to check student progress, study habits, and family literacy. (2015-16 school year)</p> <p>Action Step 4: Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement. (2015-16 school year)</p> <p>Task 1: Charter School teachers will schedule and make home-visits. (2015-16 school year)</p>	<p>Person(s) Responsible Teachers, leadership team</p> <p>Teachers, Dean of Students, leadership team</p> <p>Teachers, Dean of Students, leadership team</p> <p>Teachers, Dean of Culture, leadership team</p> <p>Teachers, Dean of Culture, leadership team</p> <p>, Dean of Culture, Dean of Academics, leadership team</p> <p>Teachers, Dean of Culture, leadership team</p> <p>Teachers, Dean of Culture, leadership team</p> <p>Teachers, Dean of Culture, leadership team</p>	<p>Cost and Funding Source (Itemize for Each Source)</p> <p>\$500 Title I for parent workshops (mailing expenses: \$100, presenter compensation: \$400)</p> <p>\$10,000 Title I for home-visit stipends</p>

<p>Task 2: Charter School teachers will document the visits, evaluate them and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.) (2015-16 school year)</p>		
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PERFORMANCE GOAL 5: All students will graduate from high school.

LEA GOAL:

Charter School will maintain a high rate of high school graduation and students will be on track to be college/career ready.

Identified Need:

To avoid school dropout, and to increase high school graduation rate and percentage of students who are on track to be college/career ready

Expected Annual Measurable Outcomes:

- Charter School will maintain a dropout rate of no more than 1%.
- Charter School will maintain a four-year cohort graduation rate of at least 75%.
- At least 90% of graduating seniors will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements.
- At least 50% of the graduating seniors will have passed an AP exam with a score of 3 or higher.

<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> ▪ Enrollment records ▪ Graduation records ▪ CDE records/CALPADS reports ▪ 4-year plans ▪ Class schedules and rosters ▪ College Board reports 	<p>What were the findings from the analysis of this data?</p> <p>MSA-2 currently has a 100% graduation rate. The AP pass rate shows that we can do additional work to support our students.</p> <p>AP Pass Rate:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: right;">School Totals</td> <td style="text-align: center;">5</td> <td style="text-align: center;">4</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> </tr> <tr> <td style="text-align: right;">Percentage</td> <td style="text-align: center;">2%</td> <td style="text-align: center;">6%</td> <td style="text-align: center;">24%</td> <td style="text-align: center;">26%</td> <td style="text-align: center;">42%</td> </tr> </table>		School Totals	5	4	3	2	1	Percentage	2%	6%	24%	26%	42%
School Totals	5	4	3	2	1									
Percentage	2%	6%	24%	26%	42%									
<p>How will the school evaluate the progress of this goal? Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found? See Form F: Budget Planning Tool</p>													
<p>STRATEGY: Charter School will provide students with 4-year plans and support programs to ensure timely high school graduation and college/career readiness.</p>														
<p>Action Step 1: Charter School will offer 4-year academic plans, outlining the classes students can take during the four years of high school, and monitor these plans to ensure timely high school graduation and satisfaction of UC/CSU requirements. (2015-16 school year)</p> <p>Action Step 2: Charter School will offer credit recovery and provide support to ensure timely high school graduation. (2015-16 school year)</p> <p>Action Step 3: Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. (2015-16 school year)</p> <p>Action Step 4: Charter School will offer “Advisory” classes (college planning and career exploration program) and “College Readiness” classes and programs preparing students for college readiness, including test prep for ACT/SAT. (2015-16 school year)</p>	<p>Person(s) Responsible</p> <p>College Advisor, Dean of Academics, leadership team</p> <p>College Advisor, Dean of Academics, leadership team</p> <p>College Advisor, Dean of Academics, leadership team</p> <p>College Advisor, Dean of Academics, leadership team</p>	<p>Cost and Funding Source (Itemize for Each Source)</p> <p>YPI is offering APEX for credit recovery</p> <p>\$20,000.00 general fund</p>												

Form B: Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

School Goal #: 1A, 1B, 2A, 2B, 3

Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<p>Instructional Support MPS Home Office academic department will provide staff development opportunities and guidance in areas related to the School Action Plan. Staff development on research-based instructional strategies include, but are not limited to:</p> <ul style="list-style-type: none"> ▪ Instructional strategies in Common Core State Standards implementation ▪ Literacy development across the curriculum ▪ Instructional strategies in mathematics ▪ Language acquisition for English learners ▪ Content area strategies ▪ Development of advanced instructional programming ▪ Intensive intervention ▪ Integration of state instructional resources, including digital libraries ▪ STEM activities ▪ Blended learning 	<p>July 29, 2015 June 10, 2016</p>	<p>Charter School receives these services from the MPS Home Office and uses its LCFF funds as a source. State or federal program funds as outlined in the school's ConApp are not used to fund these services.</p>	<p>\$0</p>	<p>N/A</p>

School Goal #: 2A

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<p>Title III-LEP Support The EL program coordinator sponsored</p>	<p>July 13,</p>	<p>Services and operating expenses, professional</p>	<p>No Cost to MSA-2.</p>	<p>Title III-LEP</p>

¹ See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

² List the date an action will be taken, or will begin, and the date it will be completed.

<p>by the Title III consortium lead will create a protocol for teacher observation and feedback mechanism regarding the implementation of the ELD program. The protocol will include look-fors, the frequency of observations and feedback.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will monitor the school-level implementation of the observation protocol monthly/quarterly and evaluate the EL services at the school at least semesterly.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will monitor and evaluate EL programs and services.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will closely work with the school's teachers, and the leadership team and provide professional development.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will coordinate and plan for the implementation of the initial CELDT test, the annual assessment of ELs, and the process for the follow-up required for reclassification</p>	<p>2015 July 31, 2015</p> <p>August 18, 2015 June 10, 2016</p> <p>August 18, 2015 June 10, 2016</p> <p>August 18, 2015 June 10, 2016</p>	<p>salaries and benefits for the EL program coordinator</p> <p>Charter School is a member of the Magnolia Science Academy consortium for Title III LEP funds. Per the MOU with the consortium lead, Magnolia Science Academy-1 (MSA-1) will receive ELD services, including monitoring and evaluation of the EL programs and services and professional development. The EL program coordinator of MSA-1 sponsored by the lead will closely work with the consortium schools such as charter school.</p>	<p>Monies go to MSA-1 as consortium leader.</p>	
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School Goal #: 1A, 1B, 2A, 2B, 3, 4, 5

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<p>Data Disaggregation MPS Home Office data management department will provide data disaggregation to the Charter School for data, including but not limited to:</p> <ul style="list-style-type: none"> ▪ SBAC ELA/Literacy and math data disaggregated by grade and subgroups ▪ MAP test ELA and math data disaggregated by grade and subgroups ▪ CELDT results disaggregated by grade, years in US, AMAO targets, etc. ▪ API/AYP data disaggregated by grade and subgroups ▪ Graduation data ▪ ADA reports ▪ Graduation data ▪ Any other data as needed 	<p>July 29, 2015 June 10, 2016</p>	<p>Charter School receives these services from the MPS Home Office and uses its LCFF funds as a source. State or federal program funds as outlined in the school's ConApp are not used to fund these services.</p>	<p>\$0</p>	<p>N/A</p>

School Goal #: 1A, 1B, 2A, 2B, 3, 4, 5

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<p>Parent and Community Outreach</p> <p>MPS Home Office Outreach and Communications department will provide guidance, support, and training to parents, teachers, administrators, and support staff. The activities of the Outreach and Communications department include, but are not limited to:</p> <ul style="list-style-type: none"> ▪ Providing professional development opportunities in parent education programs ▪ Serving as a link to parent and community resources ▪ Developing and encouraging high-quality parent programs and parental involvement opportunities at school sites ▪ Coordinating parent education and community outreach meetings ▪ Providing parents and staff the tools to successfully participate in curricular and budgetary decision making ▪ Providing staff and family access to trainings in effective school, family, and community partnerships ▪ Providing critical parent information that is readily available and in accessible formats and languages spoken by families at schools <p>Monitoring the Implementation of the Plan</p> <p>MPS Home Office will provide coordination of overall state and federally funded programs, articulation between schools, district, county, and assistance in the following:</p> <ul style="list-style-type: none"> ▪ Developing and monitoring the school budget and preparing financial reports ▪ Monitoring the implementation of state and federally funded programs ▪ Training and guiding of School Site Councils (SSC) and school staffs in the development and writing of the school plan ▪ Coordinating staff development in areas of emphasis and serving as a resource in additional areas 	<p>July 29, 2015 June 10, 2016</p>	<p>Charter School receives these services from the MPS Home Office and uses its LCFF funds as a source. State or federal program funds as outlined in the school's ConApp are not used to fund these services.</p>	<p>\$0</p>	<p>N/A</p>

Note: Centralized services may include the following direct services:

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches
- After-School and Summer School programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress

Centralized services do not include administrative costs.

Please duplicate this form as necessary.

Form C: Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at <http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc>.

Of the four following options, please select the one that describes this school site:

- This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
- This site operates a SWP but does not consolidate its funds as part of operating a SWP.
- This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
- This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State Programs	Allocation	Consolidated in the SWP
<input type="checkbox"/> California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/Limited English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners	\$	<input type="checkbox"/>
<input type="checkbox"/> Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring	\$	<input type="checkbox"/>
<input type="checkbox"/> Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$	<input type="checkbox"/>

<input type="checkbox"/>	Pupil Retention Block Grant (Carryover only) Purpose: Prevent students from dropping out of school	\$	<input type="checkbox"/>
<input type="checkbox"/>	Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs	\$	<input type="checkbox"/>
<input type="checkbox"/>	School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	\$	<input type="checkbox"/>
<input type="checkbox"/>	Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$	<input type="checkbox"/>
<input type="checkbox"/>	List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.)	\$	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school		\$	
Federal Programs		Allocation	Consolidated in the SWP
<input checked="" type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$128,406.00	<input checked="" type="checkbox"/>
<input type="checkbox"/>	Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$	<input type="checkbox"/>
<input type="checkbox"/>	For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals		<input type="checkbox"/>

<input type="checkbox"/>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$	Title III funds may not be consolidated as part of a SWP ³
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$	<input type="checkbox"/>
<input type="checkbox"/>	For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe) Title III, Part A: Immigrant Education Program	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school		\$	
Total amount of state and federal categorical funds allocated to this school		\$	

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

³ Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.⁴ The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Steven Keskindurk	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nicholas M. Capretta	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Joseph Compagno	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Timothy Minnig	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faith Bosede	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Gloria Medina	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Krickett Jones Halpern	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	1	2	2	1

⁴ EC Section 52852

Form E: Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):
 - State Compensatory Education Advisory Committee _____ Signature
 - English Learner Advisory Committee _____ Signature
 - Special Education Advisory Committee _____ Signature
 - Gifted and Talented Education Advisory Committee _____ Signature
 - District/School Liaison Team for schools in Program Improvement _____ Signature
 - Compensatory Education Advisory Committee _____ Signature
 - Departmental Advisory Committee (secondary) _____ Signature
 - Other committees established by the school or district (list) _____ Signature
4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on:10/29/2015.

Attested:

Typed name of School Principal

Signature of School Principal

Date

Typed name of SSC Chairperson

Signature of SSC Chairperson

Date

Form F: Budget Planning Tool

CDE provides a budget planning tool at the following link. It is optional for schools to use.

The SPSA Budget Planning Tool has been redesigned to be simpler to use while remaining flexible and informative. The tool has been designed to provide those involved in school planning with a way to compare the costs of their estimated goal expenditures to funding source fiscal year allocations. The aim in providing this tool is to assist school planners in making effective and informed decisions as to the use of their funds. Form F (XLS; Aug-2014) is available for download at <http://www.cde.ca.gov/nclb/sr/le/singleplan.asp>.

Budget Summary:

Fiscal Year Allocation for Funding Resources	Funding Sources	Total of Estimated Expenditures from Funding Source	Remaining Balance for Funding Source
\$128,406.00	Title I, Part A	\$150,000.00	\$0.00
	Title II		\$0.00
\$0.00	Title III, LEP		.
\$1,131.00	Title III, Immigrant	\$528	\$0.00

Budget/Resource Code Descriptions	Budget/Resource Codes	Estimated Expenditures for All Goals by Code Type
Unrestricted	0000	
Unrestricted Locally Defined	0001-0999	
Certificated Personnel Salaries	1000-1999	\$112,000.00
Classified Personnel Salaries	2000-2999	
Employee Benefits	3000-3999	
Books and Supplies	4000-4999	\$3,000.00
Services and other Operating Expenditures	5000-5699	
Transfers of Direct Costs	5700-5799	
Professional/Consulting Services and Operating Expenditures	5800	\$13,306.00
Communications	5900	\$100.00
Capital Outlay	6000-6999	
Other Outgo	7000-7439	

Description of Expenditures:

PERFORMANCE GOAL 1A: All students will reach high standards, at a minimum, attaining proficiency or better in reading.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 2: 1 Title-I English teacher %100	Certificated Personnel Salaries	1000-1999	\$56,205.00	
Action Step 2: MAP test	Books and Supplies	4000-4999	\$3,000.00	
Action Step 2: SES for ELA intervention	Prof. Services and Operating Expenditures	5800		
Action Step 3: Reading intervention program	Books and Supplies	4000-4999	\$5,000.00	
Action Step 3: Novels	Books and Supplies	4000-4999	\$300.00	
Action Step 3: Accelerated Reader	Books and Supplies	4000-4999	\$3,300.00	
Action Step 3: Discovery Learning	Books and Supplies	4000-4999		
Action Step 3: PD in ELA support and interventions	Prof. Services and Operating Expenditures	5800	\$2,000.00	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999	\$56,205.00	
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999	\$3,000.00	
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800		
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

PERFORMANCE GOAL 1B: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 2: 1 Title-I intervention teacher for 100%	Certificated Personnel Salaries	1000-1999	\$56,112.00	
Action Step 2: MAP test	Books and Supplies	4000-4999	\$3,000.00	
Action Step 2: SES for math intervention	Prof. Services and Operating Expenditures	5800	\$25,000.00	
Action Step 3: Math intervention program	Books and Supplies	4000-4999		
Action Step 3: Math manipulatives	Books and Supplies	4000-4999		
Action Step 3: PD in math support and interventions	Prof. Services and Operating Expenditures	5800	\$2,000.00	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999	\$56,112.00	
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999	\$3,000.00	
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$25,400.00	
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

PERFORMANCE GOAL 2A: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 1: Title 1 English Teacher	Classified Personnel Salaries	2000-2999	\$56,182.00	
Action Step 1: Supplementary student materials from National Geographic: Inside	Books and Supplies	4000-4999		
Action Step 1: Novels for EL classes	Books and Supplies	4000-4999	\$200.00	
Action Step 1: BrainPOP ESL	Books and Supplies	4000-4999	\$285.00	
Action Step 1: Dictionaries for EL classes	Books and Supplies	4000-4999	\$100.00	
Action Step 1: PD in ELD support and interventions	Prof. Services and Operating Expenditures	5800	\$2,000.00	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999	\$3,000.00	
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$2,000.00	
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

PERFORMANCE GOAL 2B: All immigrant children and youth will be provided with necessary resources and support systems.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title III-Immigrant
Action Step 1: Immigrant student counseling	Prof. Services and Operating Expenditures	5800		\$1,131.00
Action Step 1: PD in immigrant education	Prof. Services and Operating Expenditures	5800		

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title III-Immigrant
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800		
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

PERFORMANCE GOAL 3: All students will be taught by highly qualified teachers.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 3: PD in areas of need	Prof. Services and Operating Expenditures	5800	\$4,000.00	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$4,000.00	
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

PERFORMANCE GOAL 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 3: Parent workshop mailing expenses	Communications	5900	\$100.00	
Action Step 3: Parent workshop presenter compensation	Prof. Services and Operating Expenditures	5800	\$400.00	
Action Step 3: Home-visit stipends	Prof. Services and Operating Expenditures	5800	\$10,000.00	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$10,400.00	
Communications	5900	\$100.00	
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

PERFORMANCE GOAL 5: All students will graduate from high school.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 2: 1 Title I ELA teacher for 10% 1 Title I Intervention teacher for 10%	Certificated Personnel Salaries	1000-1999	\$10,000.00	
Action Step 4: 1 Title I ELA teacher for 10% (ACT/SAT prep) 1 Title I Intervention teacher for 10% (ACT/SAT prep)	Certificated Personnel Salaries	1000-1999	\$10,000.00	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999	\$20,000.00	
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800		
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		



modifications: _____

Involvement/Governance

- How was the SSC involved in development of the plan?

- How were advisory committees involved in providing advice to the SSC?

- How was the plan monitored during the school year?
- What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

Outcomes

- Identify any goals in the current SPSA that were met.
- Identify any goals in the current SPSA that were not met, or were only partially met.
 - List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.
- Based on this information, what might be some recommendations for future steps to meet this goal?

